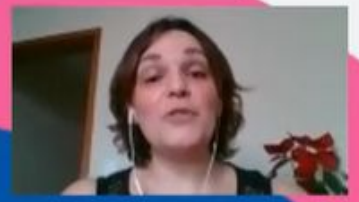


STANDFOR EVOLUTION
II
TAKE OFF – PRE PRIMARY

StandFor Evolution

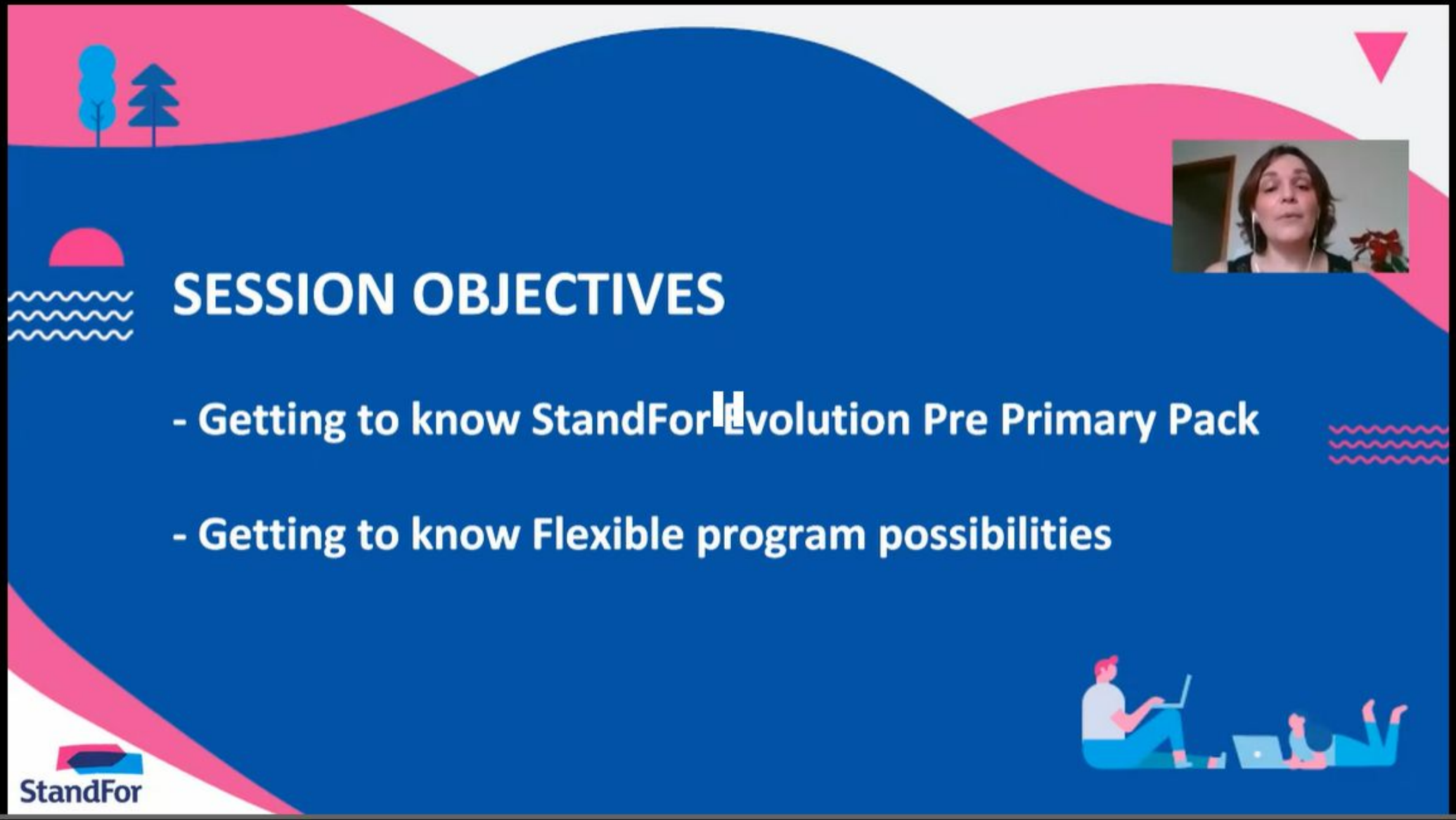
EDELVIVES

00:09

Digite aqui para pesquisar

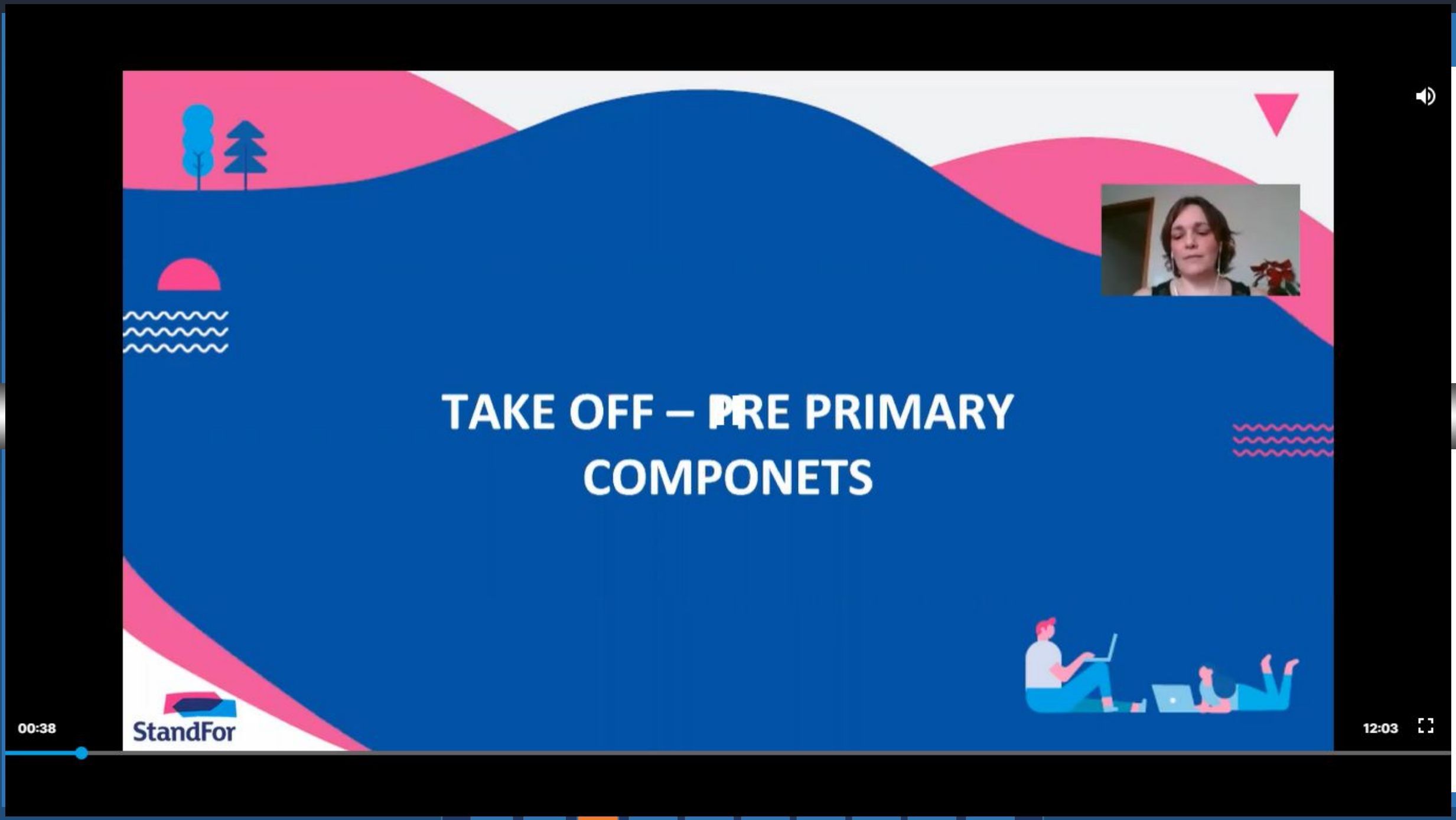
15:57
17/12/2020

12:03


SESSION OBJECTIVES
- Getting to know StandFor Evolution Pre Primary Pack
- Getting to know Flexible program possibilities
StandFor

00:22

12:03


TAKE OFF – PRE PRIMARY
COMPONETS
StandFor
00:38
12:03

FOR TEACHERS

Student's Book
Activity Book
Teacher Handbook
Teacher Book
Posters + Flashcards
Puppet
2 Bright Readers
Ionica

00:48

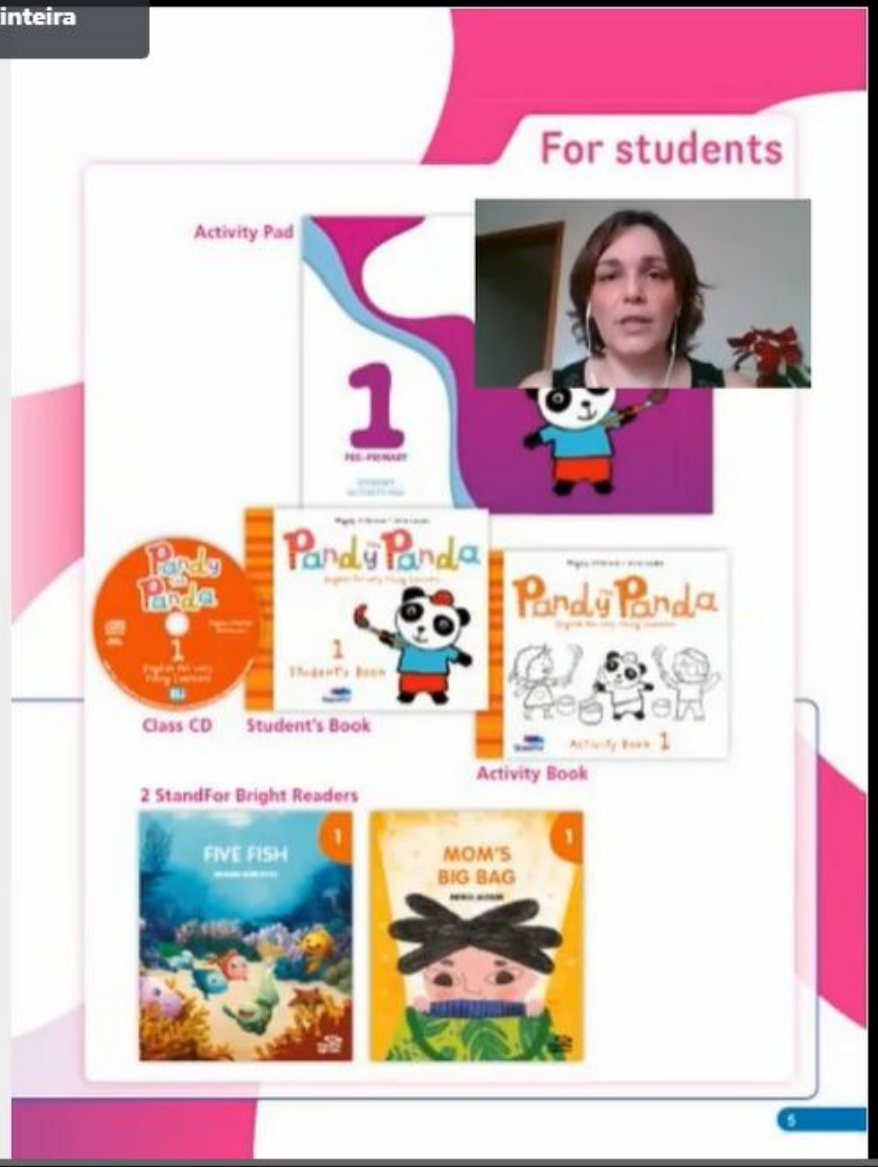
12:03

Pressione Esc para sair da tela inteira

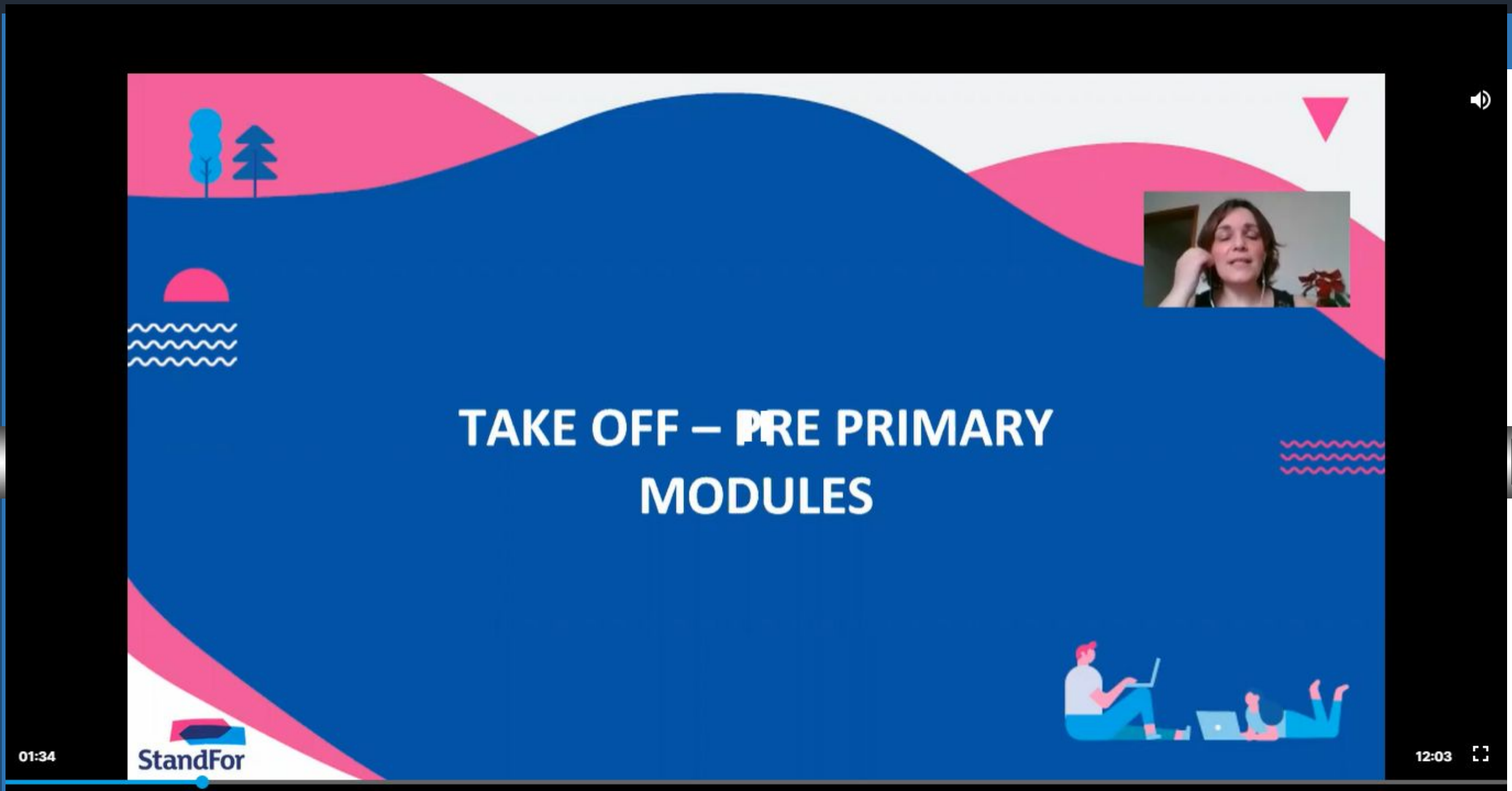
FOR STUDENTS

Student's Book
Activity Book
Activity Pad
2 Bright Readers
Ionica

StandFor

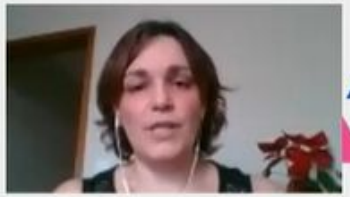


01:17
12:03


TAKE OFF – PRE PRIMARY
MODULES
StandFor
01:34
12:03

MODULES

Student Book	74 classes
CLIL	5 classes
Readers	4 classes
Digital Games	4 classes
Arts and Crafts	3 classes
Maker Moment	2 classes
Free Classes	6 classes



StandFor

STUDENT'S BOOK AND ACTIVITY BOOK

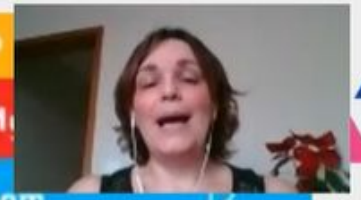
Starter unit

Level 1: to introduce the course characters

Levels 2 and 3: to review key vocabulary

Core units

8 Core Unit per level based on a focus of interest that corresponds to the children's age

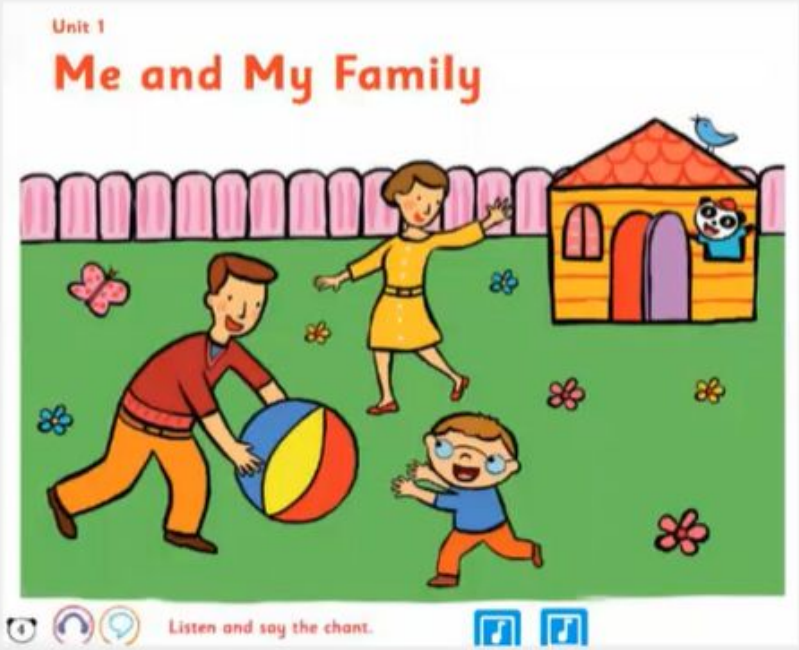


Starter Unit **Hello**	
Unit 1 **Me and My**	
Unit 2 **My Bedroom**	12
Unit 3 **Colours!**	20
Story 1 **The lost boy!**	28
Unit 4 **My Toys**	30
Unit 5 **My Pet!**	38
Unit 6 **My Breakfast**	46
Story 2 **Pandy's picnic**	54
Unit 7 **Hot and cold!**	56
Unit 8 **Day and Night**	64
Story 3 **Pandy's Birthday**	72

StandFor

02:06 12:03

STUDENT'S BOOK AND ACTIVITY BOOK



StandFor

STUDENT'S BOOK AND ACTIVITY BOOK

Stickers & Cutouts

3 activities to use stickers

2 activities to use cutout

Activity Book

Pen to paper activities to develop fine motor skills, observation skills, pre reading and pre writing skills, and review songs and chants

StandFor

03:45

12:03

STUDENT'S BOOK AND ACTIVITY BOOK

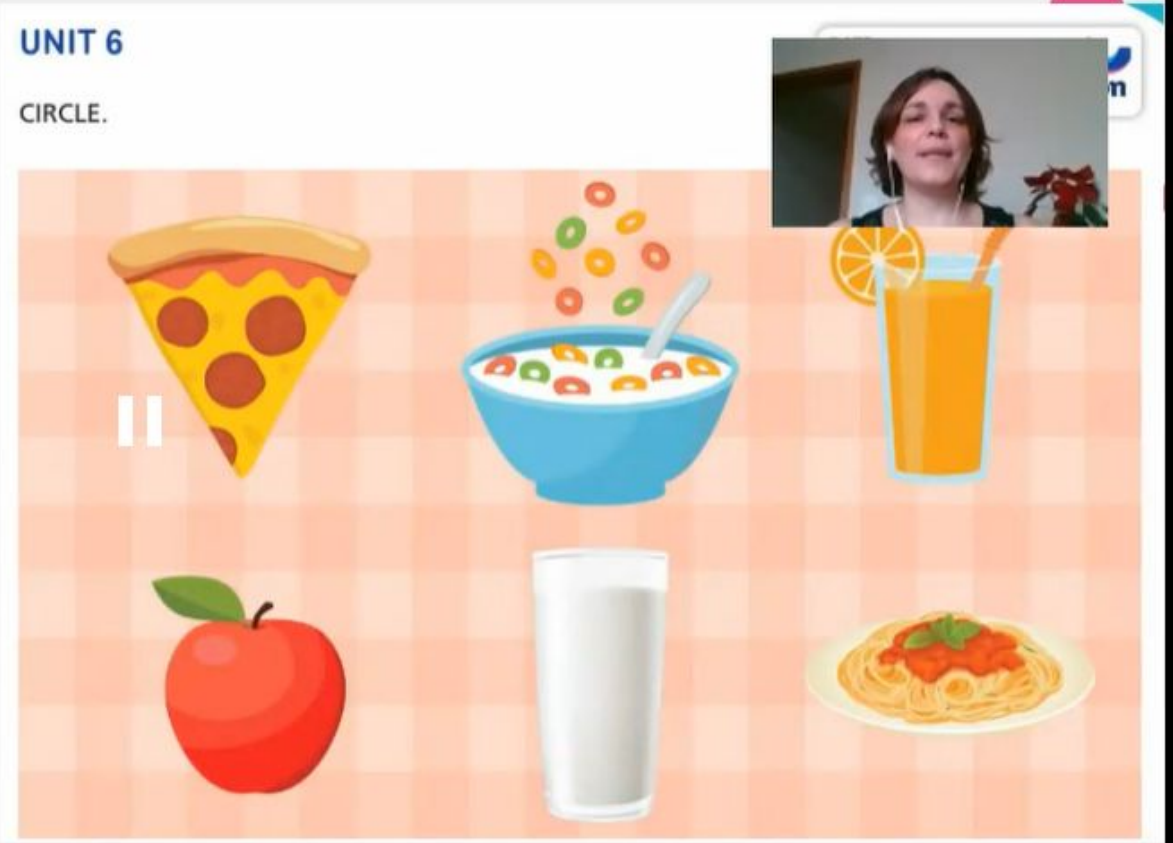
StandFor

04:03

12:03

CLIL

- Cross-curricular content and language learning are integrated.
- Simple science experiments, character education, arts and culture.



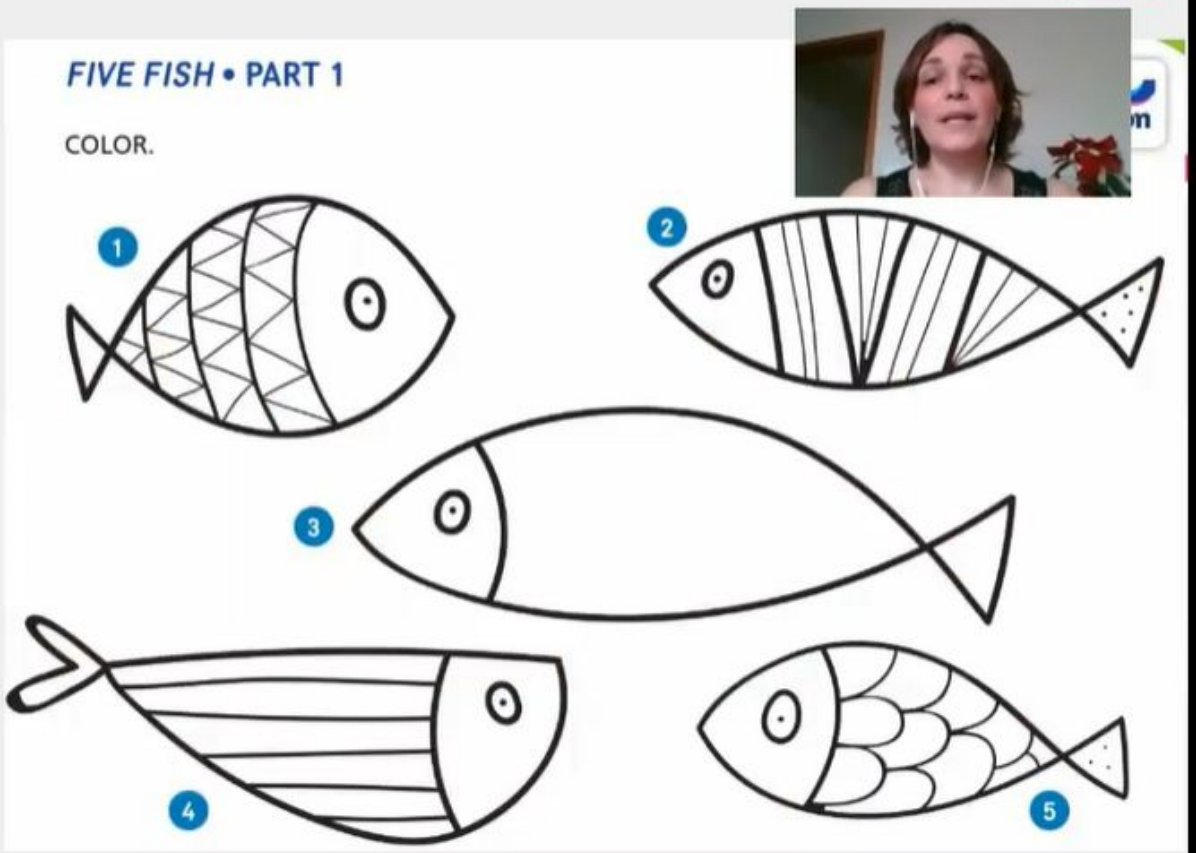
StandFor

04:41

12:03

READERS

These classes include activities that spring from the readings in the one StandFor Bright Reader book to promote enjoyment of the stories and reflection about its theme



StandFor

DIGITAL GAMES

These classes present interactive online games that will associate learning with tecnology and fun

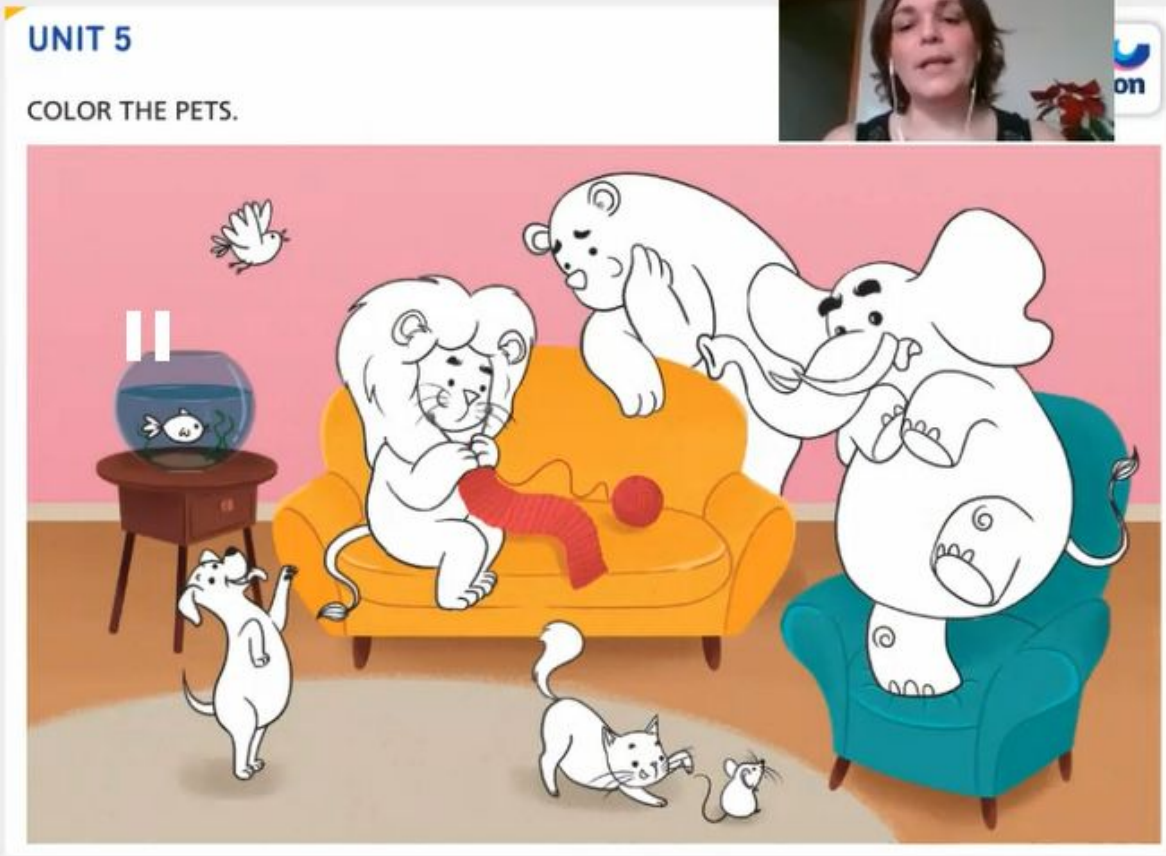
StandFor

05:27

12:03

ARTS AND CRAFTS

These classes proporse hands-on craft making that will recycle the already presented content and language associated with the development of the fine motor skills



StandFor

05:42

12:03

MAKER MOMENT

These classes propose making things with a clear purpose that will also teach students to care for the planet

StandFor

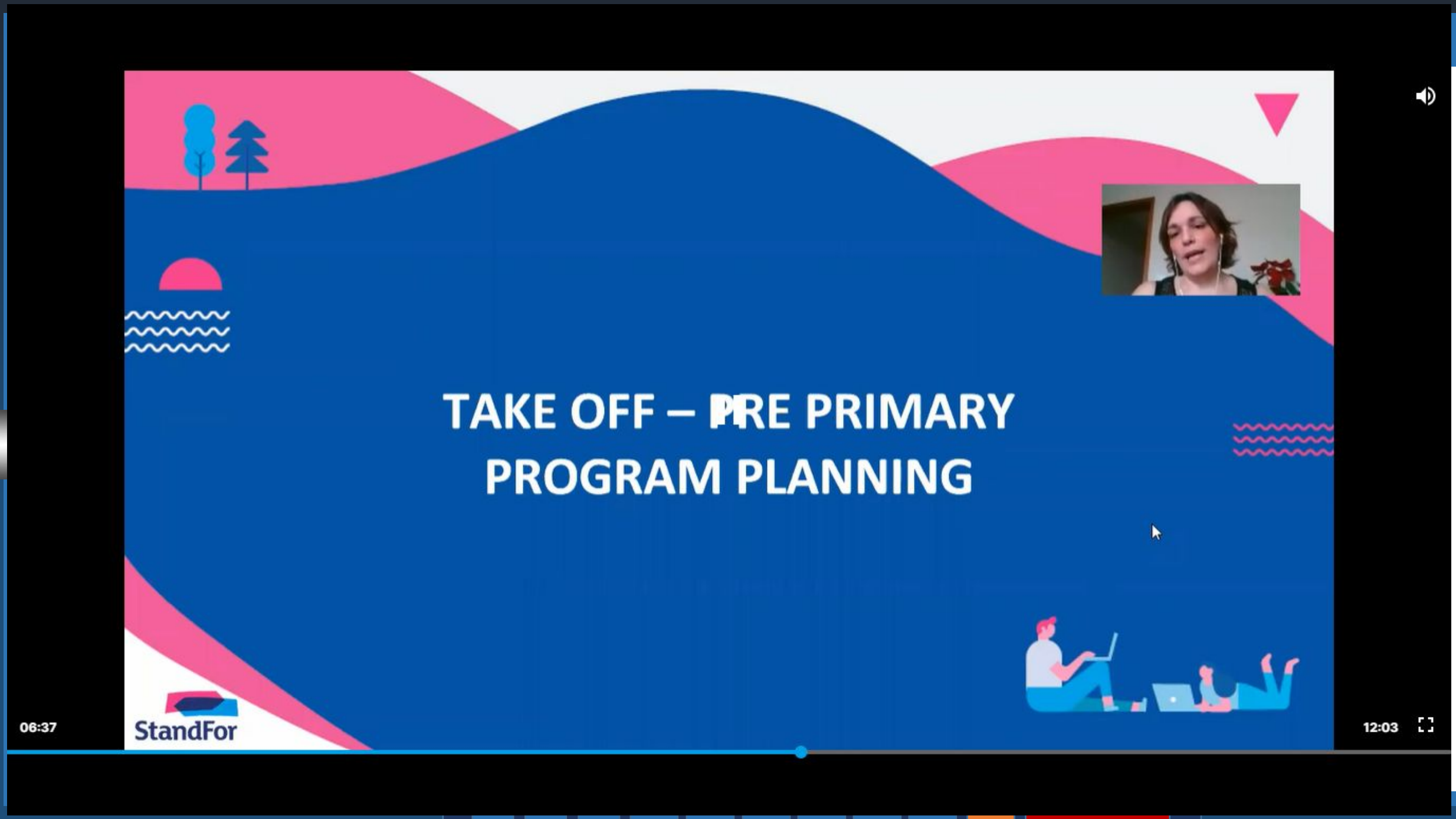
FREE CLASSES

There is always a room for you to adapt and adjust the classes to your needs as well as to the students' and to the school's.

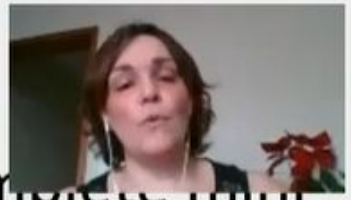
StandFor

06:22

12:03


TAKE OFF – PRE PRIMARY
PROGRAM PLANNING
StandFor
06:37
12:03

FLEXIBLE PROGRAM



Program A

The class plans in the Teacher Book are organized in complete mini cycles. This sequencing will best suit the teacher who enjoys the regularity of cycles with clear beginnings and endings.

Program B

In this program the class plans are organized interposing the language syllabus and the other diverse modulos. This order will suit the teacher who doesn't like monotony.

StandFor

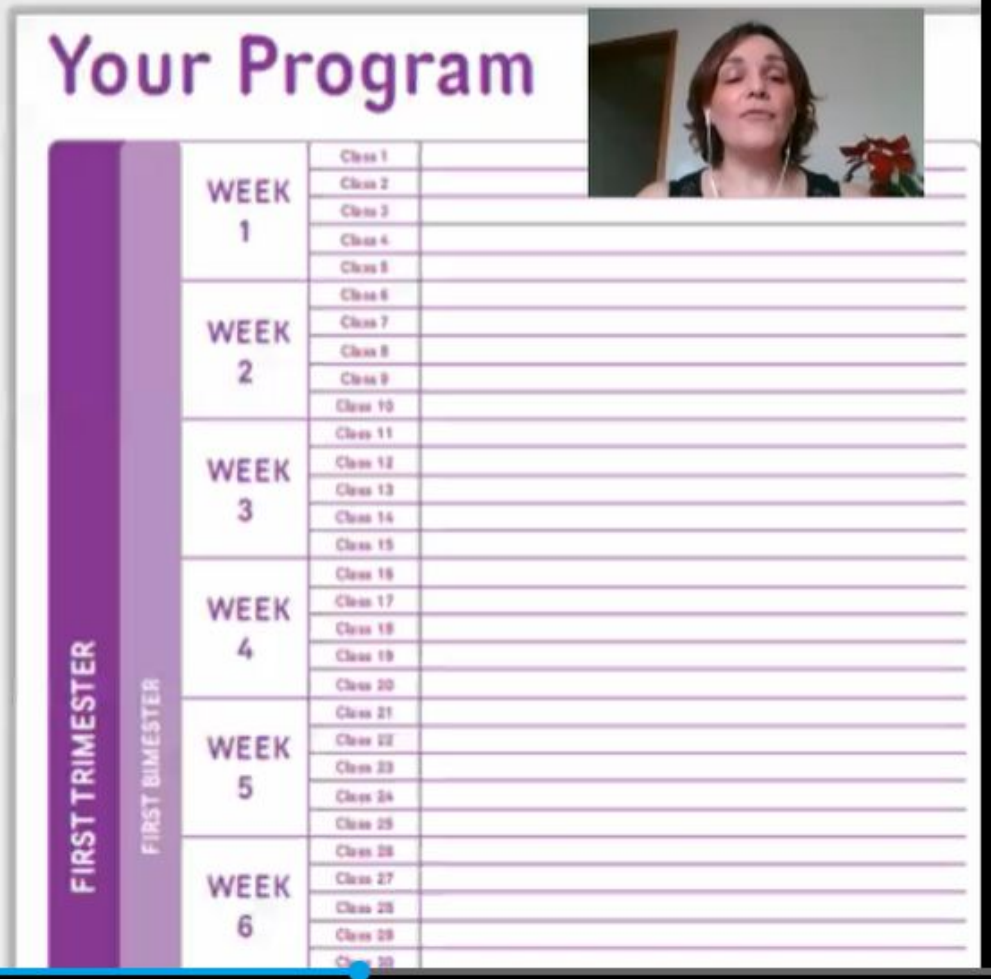
07:12

12:03

FLEXIBLE PROGRAM

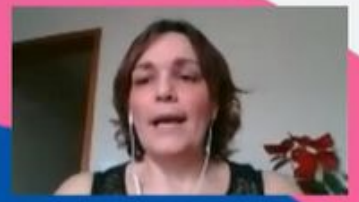
Your Program

If you would like to personalize a program to your specific needs and teaching style, there is a blank annual program template available at Ionica for you.



StandFor

TAKE OFF – PRE PRIMARY CLASS PLANNING



StandFor

CLASS PLANNING

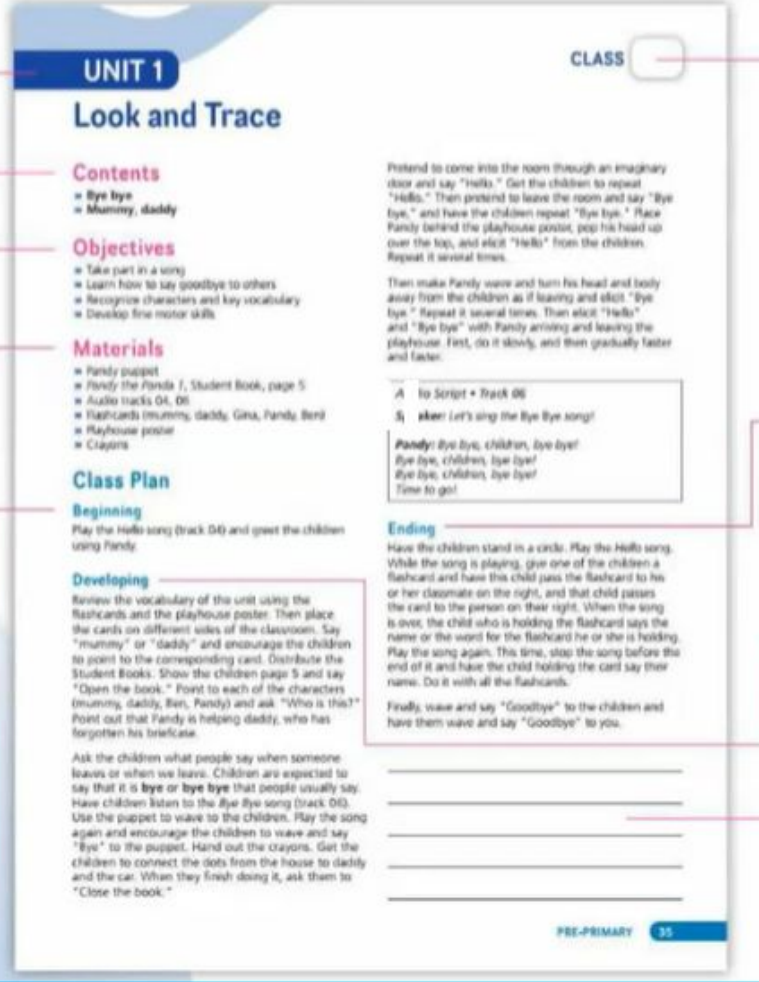
MODULE
Indication of the module

CONTENTS
Class contents

OBJECTIVES
Description of what learners will be able to do at the end of the class

MATERIALS
List of resources you will need for the class

BEGINNING
Suggestion on how to start the class



UNIT 1

CLASS

Look and Trace

Contents
- Bye bye
- Mummy, daddy

Objectives
- Take part in a song
- Learn how to say goodbye to others
- Recognize characters and key vocabulary
- Develop fine motor skills

Materials
- Pandy puppet
- *Pandy the Panda 1*, Student Book, page 5
- Audio tracks 04, 06
- Flashcards (mummy, daddy, Gina, Pandy, Ben)
- Playhouse poster
- Crayons

Class Plan

Beginning
Play the Hello song (track 04) and greet the children using Pandy.

Developing
Review the vocabulary of the unit using the flashcards and the playhouse poster. Then place the cards on different sides of the classroom. Say "mummy" or "daddy" and encourage the children to point to the corresponding card. Distribute the Student Books. Show the children page 5 and say "Open the book." Point to each of the characters (mummy, daddy, Ben, Pandy) and ask "Who is this?" Point out that Pandy is helping daddy, who has forgotten his briefcase.

Ask the children what people say when someone leaves or when we leave. Children are expected to say that it is **bye** or **bye bye** that people usually say. Have children listen to the *Bye Bye* song (track 06). Use the puppet to wave to the children. Play the song again and encourage the children to wave and say "Bye" to the puppet. Hand out the crayons. Get the children to connect the dots from the house to daddy and the car. When they finish doing it, ask them to "Close the book."

Pretend to come into the room through an imaginary door and say "Hello." Get the children to repeat "Hello." Then pretend to leave the room and say "Bye bye," and have the children repeat "Bye bye." Place Pandy behind the playhouse poster, pop his head up over the top, and elicit "Hello" from the children. Repeat it several times.

Then make Pandy wave and turn his head and body away from the children as if leaving and elicit "Bye bye." Repeat it several times. Then elicit "Hello" and "Bye bye" with Pandy arriving and leaving the playhouse. First, do it slowly, and then gradually faster and faster.

A to Script • Track 06

S1 **Joker:** *Let's sing the Bye Bye song!*

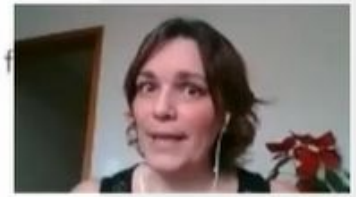
Pandy: *Bye bye, children, bye bye!*
Bye bye, children, bye bye!
Bye bye, children, bye bye!
Time to go!

Ending
Have the children stand in a circle. Play the Hello song. While the song is playing, give one of the children a flashcard and have this child pass the flashcard to his or her classmate on the right, and that child passes the card to the person on their right. When the song is over, the child who is holding the flashcard says the name or the word for the flashcard he or she is holding. Play the song again. This time, stop the song before the end of it and have the child holding the card say their name. Do it with all the flashcards.

Finally, wave and say "Goodbye" to the children and have them wave and say "Goodbye" to you.

PRE-PRIMARY 35

CLASS
Space for you to f out the number of the class



ENDING
Suggestion on how to finish the class

DEVELOPING
Instructions on how to carry out the main activities

NOTES
Space for you to include ideas or notes about the class

StandFor

08:53

12:03

CLASS PLANNING

Boxes

In Advance

Reminders of what needs to be prepared or organized ahead of time for that class.

IT Tools

Tips about the use of information technology in the classroom.

Extra Activity

Suggestions of activities to complement the class. These are optional.

Go Further

Suggestions of texts, books, videos, websites, etc. to give you more information on the topic of the class.

CLIL

Suggestions of optional CLIL activities to complement the class.

Classroom Management

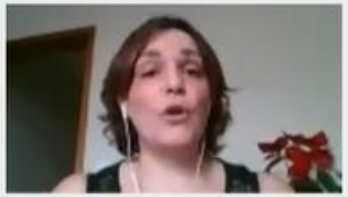
Tips on how to deal with typical classroom situations.

Alternative

Suggestions on how to carry on an activity in the class plan in a different way.

StandFor

AND MORE



Routines
Activity banck
Flashcards
Puppet
Posters

Ionica

StandFor

Educação Infantil - PP - 5 aulas semanais - Apresentação do Material, Componentes e Tour de Unidade

STANDFOR EVOLUTION
II
FLY HIGH – PRE PRIMARY

StandFor

StandFor Evolution

EDELVIVES

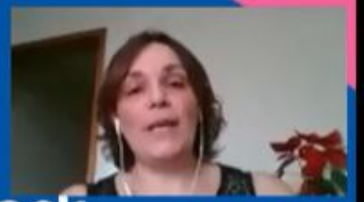
00:03

12:08

SESSION OBJECTIVES

- Getting to know StandFor Evolution Pre Primary Pack

- Getting to know Flexible program possibilities



StandFor

00:16

12:08

FOR TEACHERS

Student's Book
Activity Book
Teacher Handbook
Teacher Book
Posters + Flashcards
Puppet
2 Bright Readers
Ionica

StandFor

00:37

12:08

FOR STUDENTS

Student's Book
Activity Book
Activity Pad
2 Bright Readers
Ionica

StandFor

01:22

12:08

MODULES

Student Book	94 classes
Activity Book	21 classes
CLIL	10 classes
Readers	8 classes
Projects	9 classes
Digital Games	8 classes
Arts and Crafts	7 classes
Maker Moment	5 classes
Free Classes	16 classes

StandFor

01:46
12:08

STUDENT'S BOOK AND ACTIVITY BOOK

Starter unit

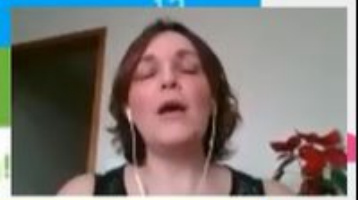
Level 1: to introduce the course characters

Levels 2 and 3: to review key vocabulary

Core units

8 Core Unit per level based on a focus of interest that corresponds to the children's age

Starter Unit **Hello Pandy!**	2
Unit 1 **Me and My Family**	4
Unit 2 **My Bedroom**	12
Unit 3 **Colours!**	
Story 1 **The lost boy!**	
Unit 4 **My Toys**	30
Unit 5 **My Pet!**	38
Unit 6 **My Breakfast**	46
Story 2 **Pandy's picnic**	54
Unit 7 **Hot and cold!**	56
Unit 8 **Day and Night**	64
Story 3 **Pandy's Birthday**	72

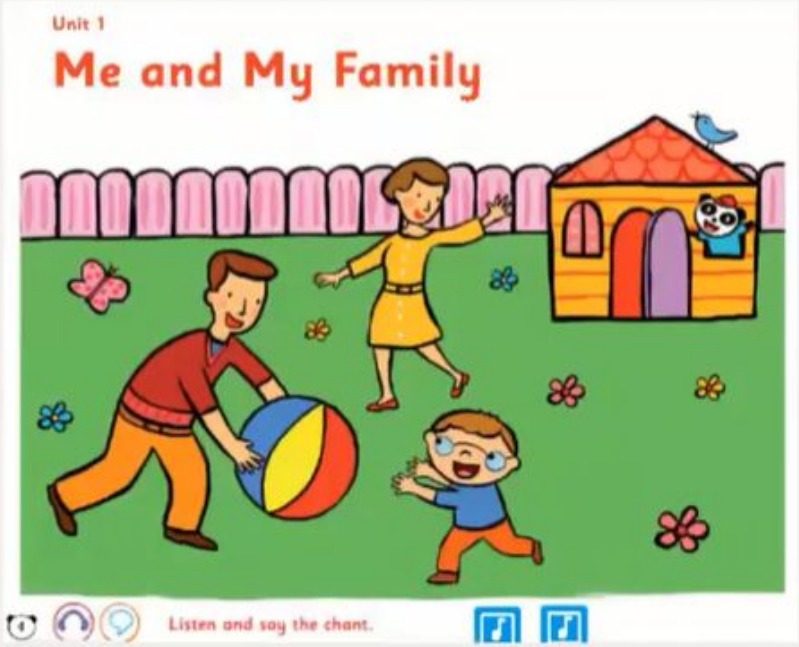


StandFor

02:27

12:08

STUDENT'S BOOK AND ACTIVITY BOOK



StandFor

03:01

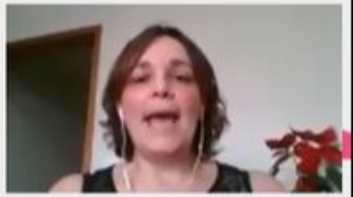
12:08

STUDENT'S BOOK AND ACTIVITY BOOK

Stickers & Cutouts

3 activities to use stickers

2 activities to use cutout



Activity Book

Pen to paper activities to develop fine motor skills, observation skills, pre reading and pre writing skills, and review songs and chants

StandFor

03:38

12:08

STUDENT'S BOOK AND ACTIVITY BOOK

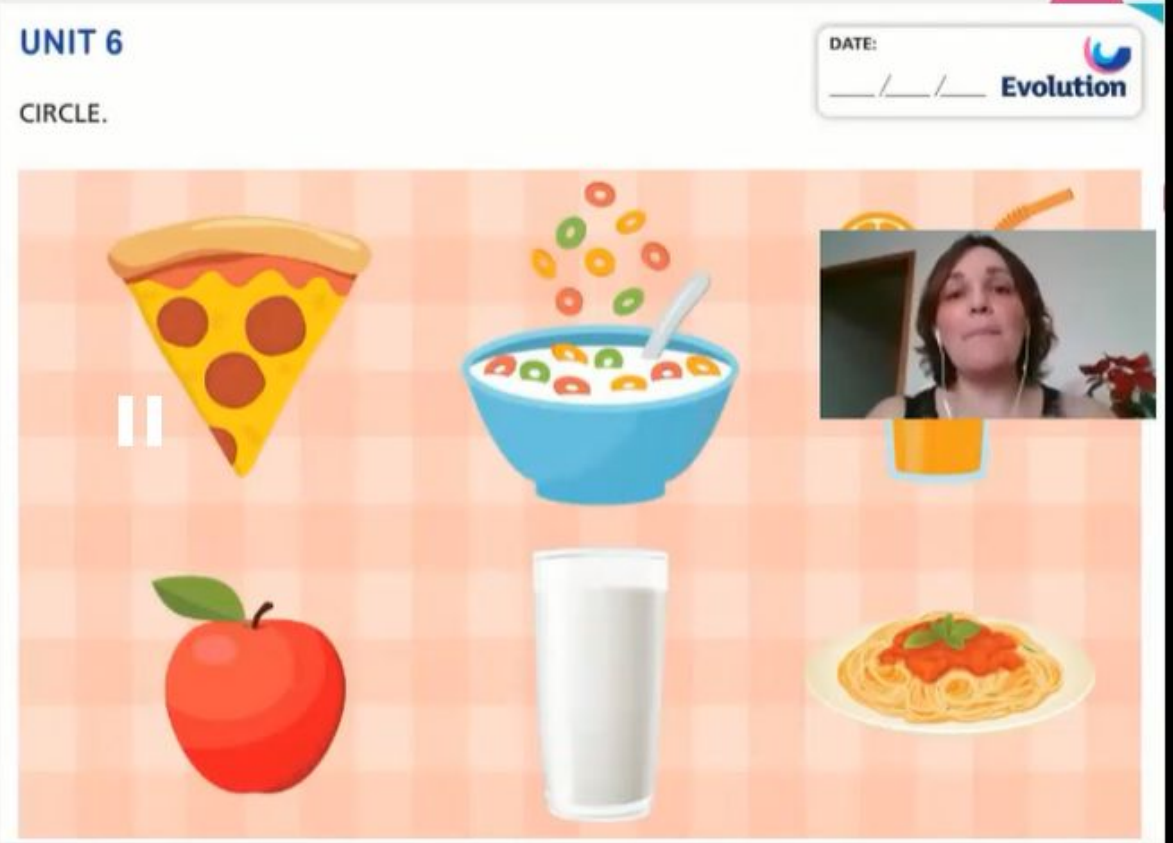
StandFor

04:19

12:08

CLIL

- Cross-curricular content and language learning are integrated.
- Simple science experiments, character education, arts and culture.



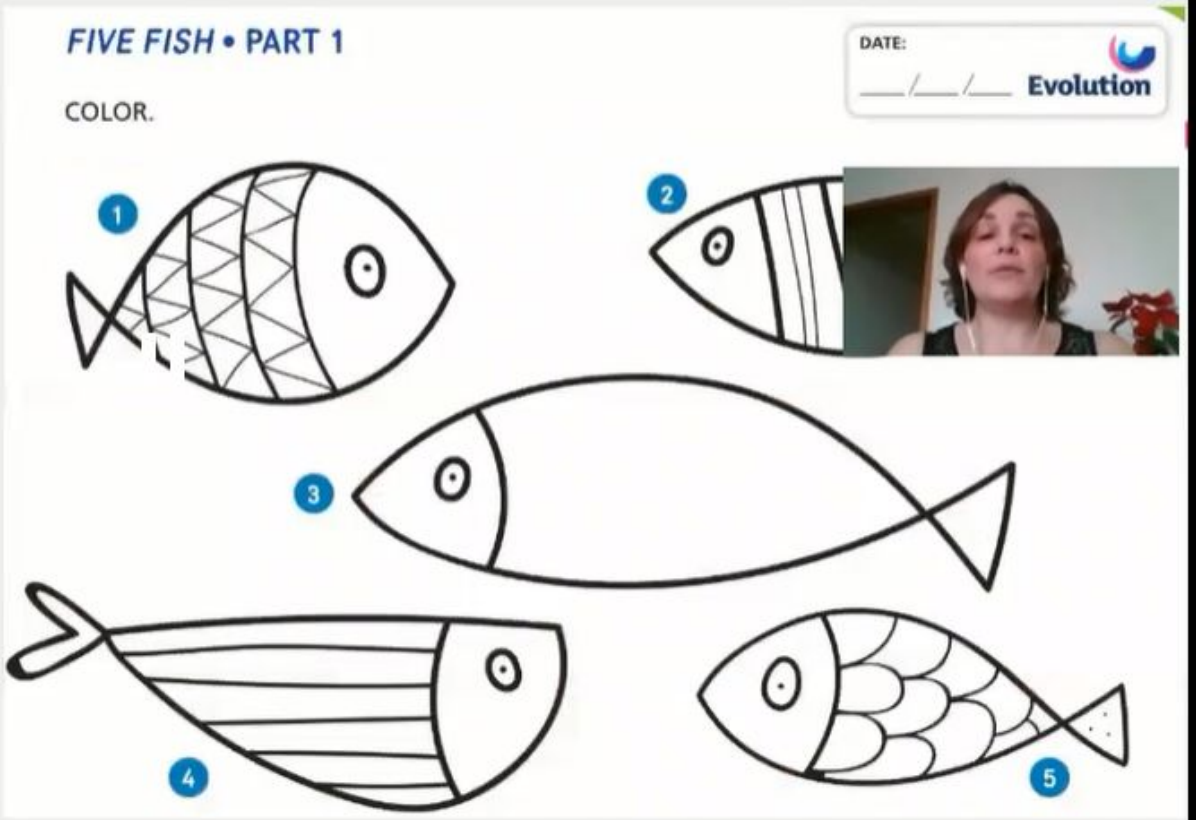
StandFor

04:53

12:08

READERS

These classes include activities that spring from the readings in the one StandFor Bright Reader book to promote enjoyment of the stories and reflection about its theme



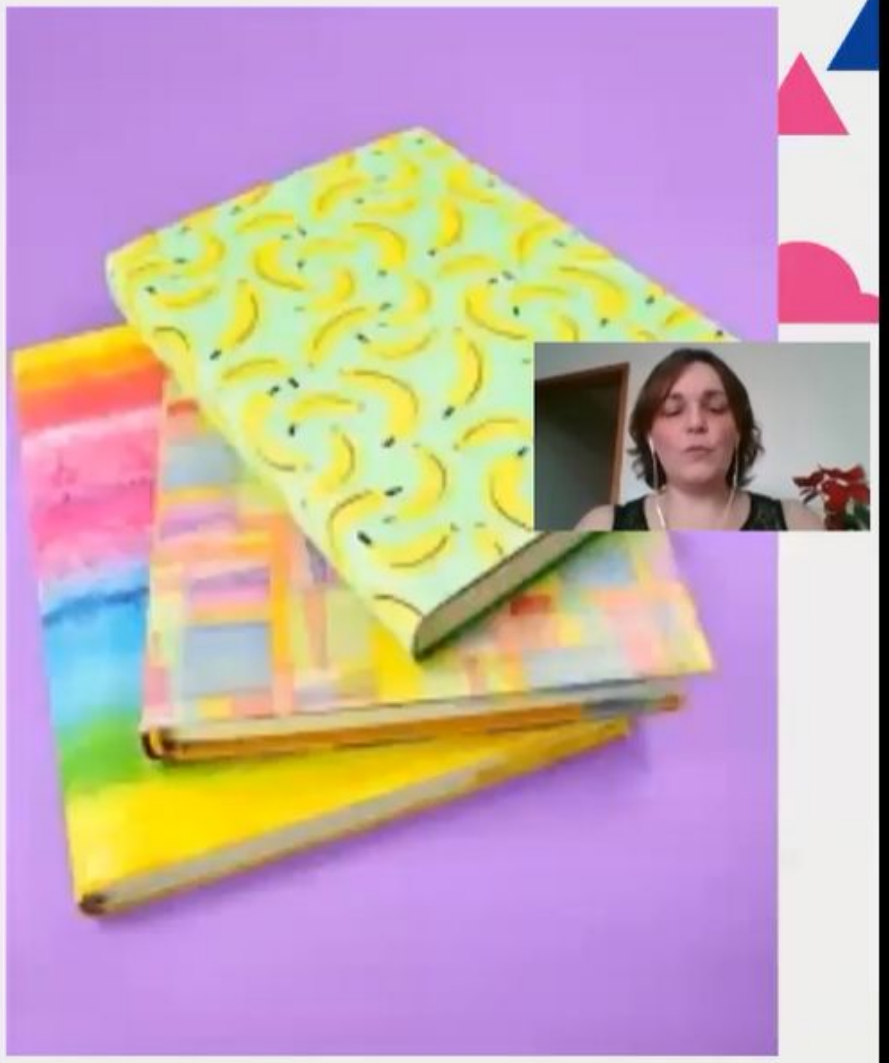
StandFor

05:30

12:08

PROJECTS

In these classes, the students will brainstorm to create stories and follow a series of planning stages to make a book



StandFor

05:48

12:08

DIGITAL GAMES

These classes present interactive online games that will associate learning with tecnology and fun

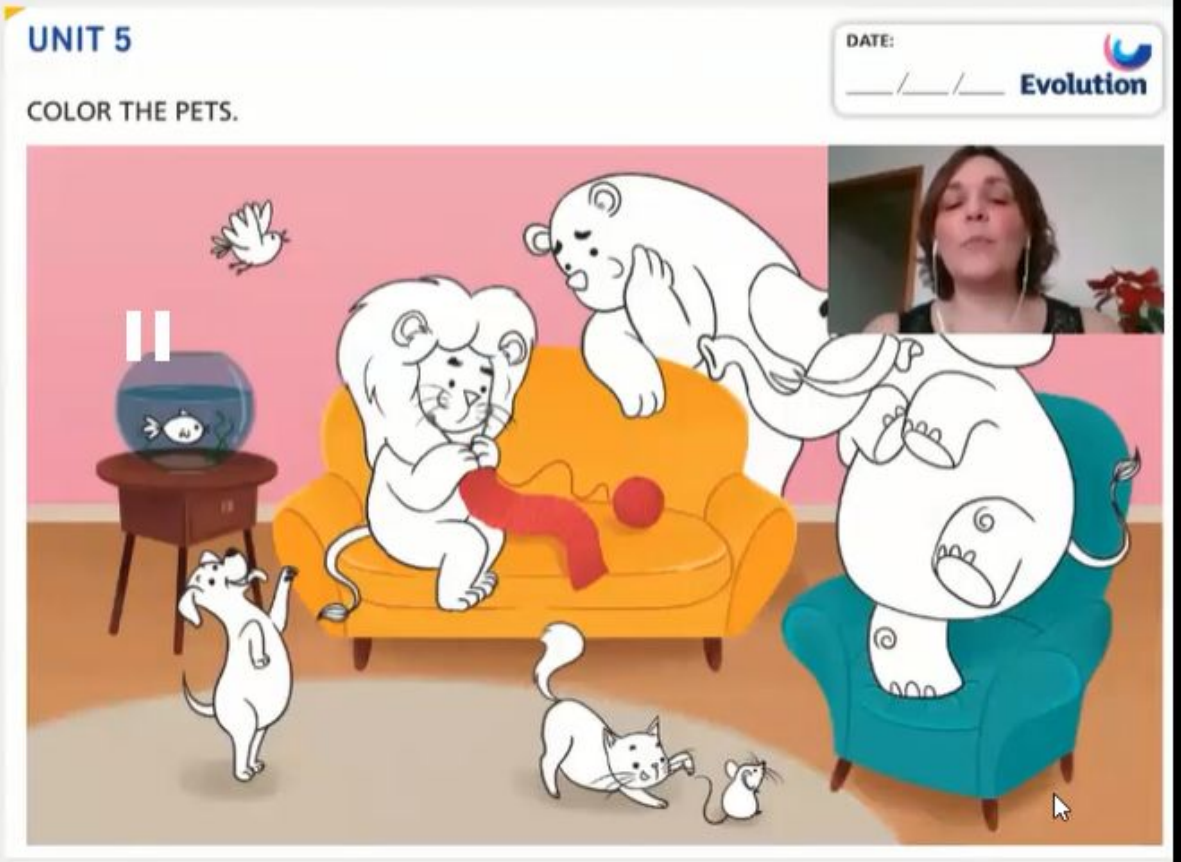
StandFor

06:06

12:08

ARTS AND CRAFTS

These classes proporse hands-on craft making that will recycle the already presented content and language associated with the development of the fine motor skills



StandFor

06:13

12:08

MAKER MOMENT

These classes propose making things with a clear purpose that will also teach students to care for the planet

StandFor

06:37

12:08

FREE CLASSES

There is always a room for you to adapt and adjust the classes to your needs as well as to the students' and to the school's.

StandFor

06:57

12:08

FLY HIGH – PRE PRIMARY PROGRAM PLANNING

StandFor

FLEXIBLE PROGRAM

Program A

The class plans in the Teacher Book are organized in complete mini cycles. This sequencing will best suit the teacher who enjo regularity of cycles with clear beginnings and endings.

Program B

In this program the class plans are organized interposing the language syllabus and the other diverse modulos. This order will suit the teacher who doesn't like monotony.

StandFor

07:25

12:08

FLEXIBLE PROGRAM

Program A

FIRST TRIMESTER	FIRST BIMESTER	WEEK 1	Class 1	UNIT 1, Lesson 1, pages 4-7
			Class 2	UNIT 1, Lesson 2, pages 8-11
			Class 3	Grammar U1
			Class 4	UNIT 1, Lesson 1, pages 14-15
			Class 5	UNIT 1, Lesson 2, pages 16-17
		WEEK 2	Class 6	Listening U1
			Class 7	UNIT 1, Lesson 3, pages 18-19
			Class 8	Project 1 - *Cleaning Up the Oceans* - Part 1
			Class 9	Project 1 - *Cleaning Up the Oceans* - Part 2
			Class 10	UNIT 1, Lesson 4 - part 1, pages 18-19
		WEEK 3	Class 11	UNIT 1, Lesson 4 - part 2, pages 20-21
			Class 12	Project 1 - *Cleaning Up the Oceans* - Part 3
			Class 13	Project 1 - *Cleaning Up the Oceans* - Part 4
			Class 14	Project 1 - *Cleaning Up the Oceans* - Part 5
			Class 15	Speaking 1
		WEEK 4	Class 16	Speaking 2
			Class 17	CLIL U1
			Class 18	STEAM U1
			Class 19	Socioemotional Learning 1 - Our Channel
			Class 20	Free Lesson
		WEEK 5	Class 21	Free Lesson
			Class 22	UNIT 2, Lesson 1 - part 1, pages 24
			Class 23	UNIT 2, Lesson 1 - part 2, page 25
			Class 24	Grammar 2
			Class 25	UNIT 2, Lesson 2 - part 1, page 26
		WEEK 6	Class 26	UNIT 2, Lesson 2 - part 2, page 27
			Class 27	Listening U2
			Class 28	UNIT 2, Lesson 3, pages 28-29
			Class 29	UNIT 2, Lesson 4, pages 30-31
			Class 30	Speaking 3

Program B

FIRST TRIMESTER	FIRST BIMESTER	WEEK 1	Class 1	Book Introduction + Classroom Langua
			Class 2	Welcome
			Class 3	UNIT 1 – Lesson 1
			Class 4	UNIT 1 – Lesson 2
			Class 5	UNIT 1 – Lesson 3
		WEEK 2	Class 6	UNIT 1 – Lesson 4
			Class 7	UNIT 1 – Lesson 5
			Class 8	UNIT 1 – Lesson 6
			Class 9	CLIL – Unit 1 – My Family Tree
			Class 10	GAMES&CRAFTS – Unit 1 – Family Picture Frame
		WEEK 3	Class 11	FREE CLASS
			Class 12	UNIT 2 – Lesson 1
			Class 13	UNIT 2 – Lesson 2
			Class 14	UNIT 2 – Lesson 3
			Class 15	UNIT 2 – Lesson 4
		WEEK 4	Class 16	UNIT 2 – Lesson 5
			Class 17	UNIT 2 – Lesson 6
			Class 18	CLIL – Unit 2 – What Makes a Rainbow?
			Class 19	CLIL – Unit 2 – Secrets of Colors
			Class 20	CLIL – Unit 2 – Tertiary Colors
		WEEK 5	Class 21	FREE CLASS
			Class 22	GAMES&CRAFTS – Unit 2 – Homemade Paint
			Class 23	GAMES&CRAFTS – Unit 2 – Paint on Canvas
			Class 24	REVIEW – Units 1 and 2
			Class 25	BE A MAKER 1
		WEEK 6	Class 26	PROJECTS – Plants seen by the camera – Project Introduction
			Class 27	PROJECTS – Plants seen by the camera – How Do Humans and Animals Grow?
			Class 28	PROJECTS – Plants seen by the camera – Living and Non-Living Things
			Class 29	PROJECTS – Plants seen by the camera – How Does an Apple Tree Grow?
			Class 30	PROJECTS – Plants seen by the camera – What do plants need to grow and develop?

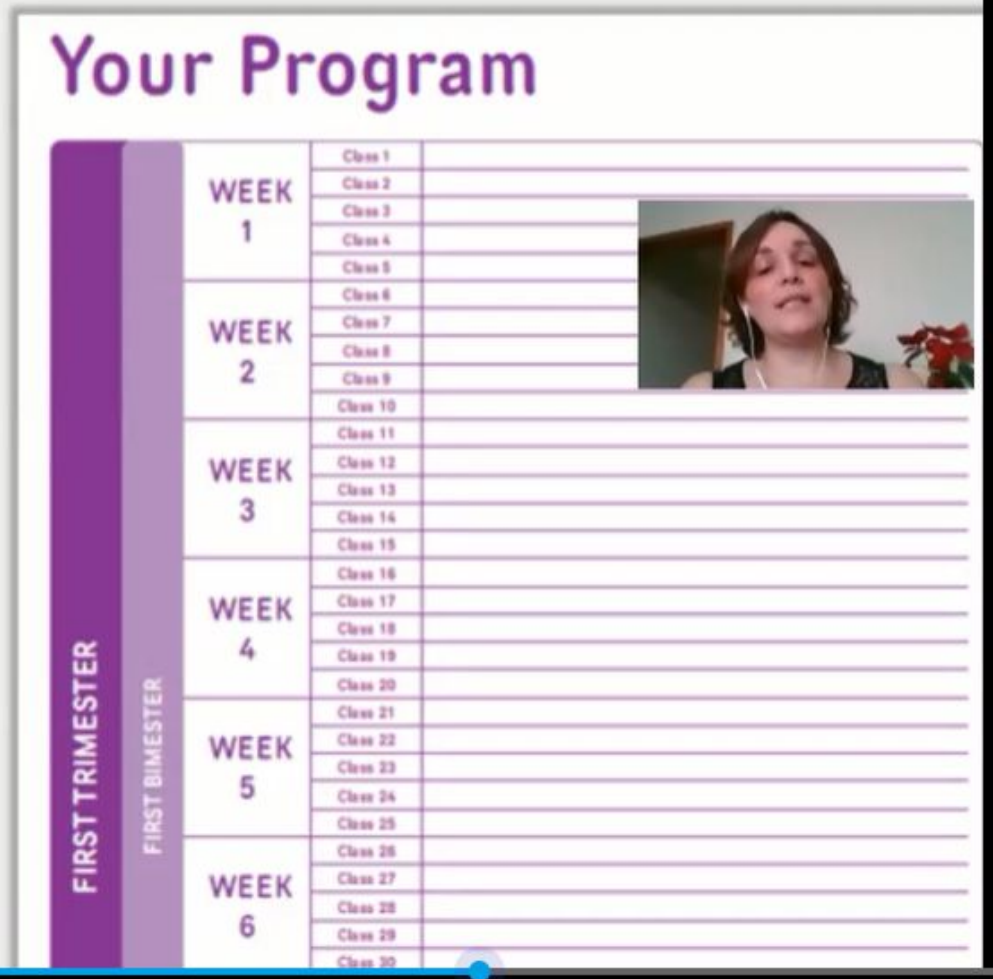
08:17

12:08

FLEXIBLE PROGRAM

Your Program

If you would like to personalize a program to your specific needs and teaching style, there is a blank annual program template available at Ionica for you.



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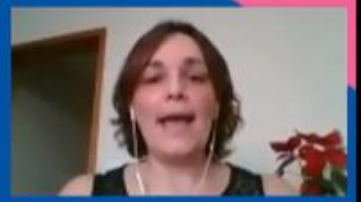
FLY HIGH – PRE PRIMARY CLASS PLANNING



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CLASS PLANNING

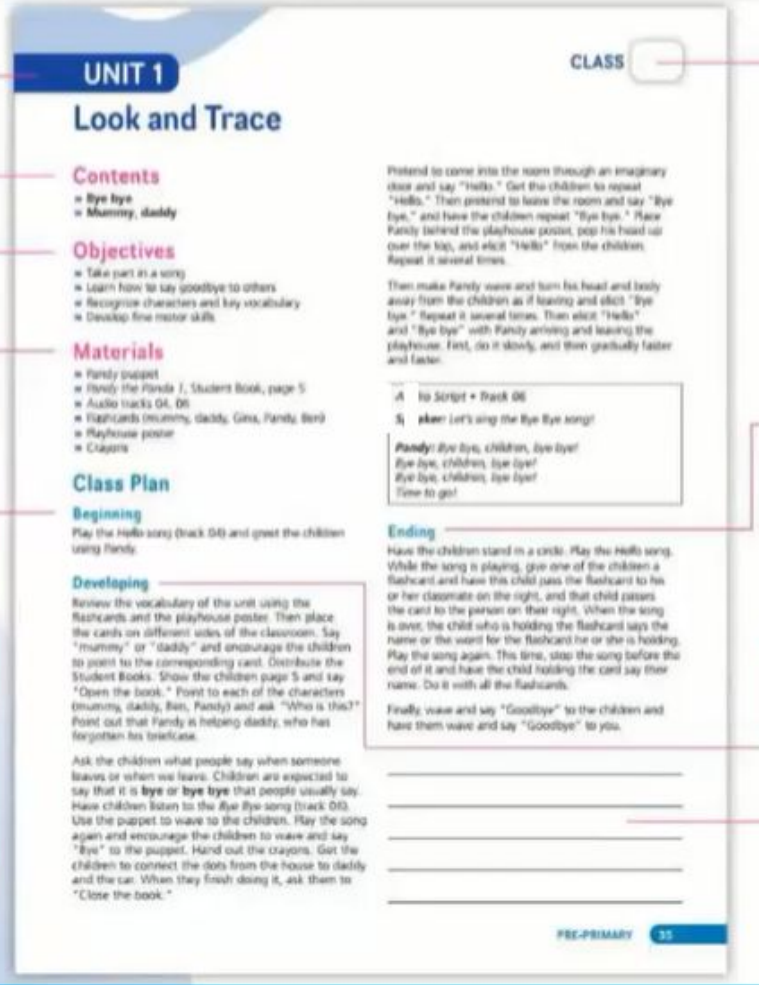
MODULE
Indication of the module

CONTENTS
Class contents

OBJECTIVES
Description of what learners will be able to do at the end of the class

MATERIALS
List of resources you will need for the class

BEGINNING
Suggestion on how to start the class



UNIT 1

CLASS

Look and Trace

Contents
- Bye bye
- Mummy, daddy

Objectives
- Take part in a song
- Learn how to say goodbye to others
- Recognize characters and key vocabulary
- Develop fine motor skills

Materials
- Pandy puppet
- Pandy the Panda 1, Student Book, page 5
- Audio tracks 04, 06
- Flashcards (mummy, daddy, Gina, Pandy, Ben)
- Playhouse poster
- Crayons

Class Plan

Beginning
Play the Hello song (track 04) and greet the children using Pandy.

Developing
Review the vocabulary of the unit using the flashcards and the playhouse poster. Then place the cards on different sides of the classroom. Say "mummy" or "daddy" and encourage the children to point to the corresponding card. Distribute the Student Books. Show the children page 5 and say "Open the book." Point to each of the characters (mummy, daddy, Ben, Pandy) and ask "Who is this?" Point out that Pandy is helping daddy, who has forgotten his briefcase.

Ask the children what people say when someone leaves or when we leave. Children are expected to say that it is **bye** or **bye bye** that people usually say. Have children listen to the *Bye Bye* song (track 06). Use the puppet to wave to the children. Play the song again and encourage the children to wave and say "Bye" to the puppet. Hand out the crayons. Get the children to connect the dots from the house to daddy and the car. When they finish doing it, ask them to "Close the book."

Pretend to come into the room through an imaginary door and say "Hello." Get the children to repeat "Hello." Then pretend to leave the room and say "Bye bye," and have the children repeat "Bye bye." Place Pandy behind the playhouse poster, pop his head up over the top, and elicit "Hello" from the children. Repeat it several times.

Then make Pandy wave and turn his head and body away from the children as if leaving and elicit "Bye bye." Repeat it several times. Then elicit "Hello" and "Bye bye" with Pandy arriving and leaving the playhouse. First, do it slowly, and then gradually faster and faster.

A to Script • Track 06

S **pker:** Let's sing the Bye Bye song!

Pandy: *Bye bye, children, bye bye!*
Bye bye, children, bye bye!
Bye bye, children, bye bye!
Time to go!

Ending
Have the children stand in a circle. Play the Hello song. While the song is playing, give one of the children a flashcard and have this child pass the flashcard to his or her classmate on the right, and that child passes the card to the person on their right. When the song is over, the child who is holding the flashcard says the name or the word for the flashcard he or she is holding. Play the song again. This time, stop the song before the end of it and have the child holding the card say their name. Do it with all the flashcards.

Finally, wave and say "Goodbye" to the children and have them wave and say "Goodbye" to you.

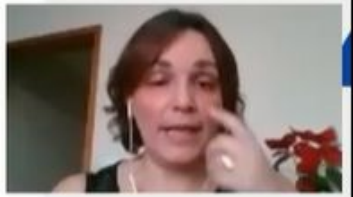
PRE-PRIMARY 35

CLASS
Space for you to fill out the number of the class

ENDING
Suggestion on how to finish the class

DEVELOPING
Instructions on how to carry out the main activities

NOTES
Space for you to include ideas or notes about the class



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CLASS PLANNING

Boxes

In Advance

Reminders of what needs to be prepared or organized ahead of time for that class.

IT Tools

Tips about the use of information technology in the classroom.

Extra Activity

Suggestions of activities to complement the class. These are optional.

Go Further

Suggestions of texts, books, videos, websites, etc. to give you more information on the topic of the class.

CLIL

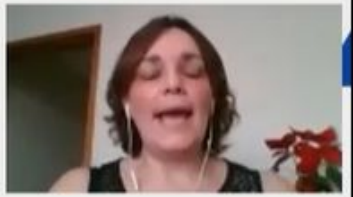
Suggestions of optional CLIL activities to complement the class.

Classroom Management

Tips on how to deal with typical classroom situations.

Alternative

Suggestions on how to carry on an activity in the class plan in a different way.



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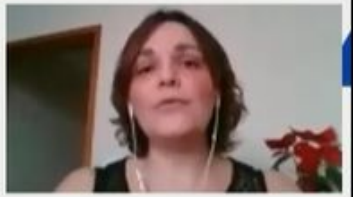
AND MORE

Routines
Activity bank
Flashcards
Puppet
Posters

Ionica



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